R E P O R T R E S U M E S

ED 020 073 RC 002 533

STATE AND COUNTY PLANNING OF A PROGRAM OF SERVICES FOR A COUNTY SCHOOLS OFFICE.

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PUB DATE 6 OCT 63

EDRS PRICE MF-$0.25 HC-$1.00 23P.

DESCRIPTORS- ATTENDANCE SERVICES, COOPERATIVE PLANNING, *COOPERATIVE PROGRAMS, CONSULTATION PROGRAMS, CONSULTANTS, CURRICULUM PLANNING, EXCEPTIONAL CHILD SERVICES, EDUCATIONAL ADMINISTRATION, EDUCATION SERVICE CENTERS, EDUCATIONAL OPPORTUNITIES, FINANCIAL SERVICES, *INTERMEDIATE ADMINISTRATIVE UNITS, *PROFESSIONAL SERVICES, *REGIONAL COOPERATION, *SHARED SERVICES, SPECIAL SERVICES, CALIFORNIA ASSOC. OF COUNTY SCHOOL SUPT.,

THE COUNTY SCHOOLS OFFICE IS A STATE AGENCY WITH CONSIDERABLE LOCAL AUTONOMY. IT IS IN A UNIQUE POSITION TO ADMINISTER SERVICES TO SCHOOL DISTRICTS AND TO COORDINATE COOPERATIVE ACTIVITIES AMONG SCHOOL DISTRICTS, THEREBY HELPING TO ENSURE EQUALIZATION OF EDUCATIONAL OPPORTUNITIES. A REVIEW OF CONTRA COSTA COUNTY'S SCHOOLS OFFICE REVEALS 12 "CENTERS" DEFINED AS COMBINATIONS OF MATERIALS AND TRAINED AND EXPERIENCED PERSONNEL, ORIENTED TOWARD A SINGLE SUBJECT OR A COMPLEX OF SUBJECTS (ADMINISTRATION, PROBLEM SOLVING, SPECIALITIES, PRODUCTION, OPERATION, METROPOLITAN, STATE, RESEARCH AND DEVELOPMENT, TRADING, EVALUATION, AND COORDINATION). CONFERENCES AT WHICH COUNTY SUPERINTENDENTS ARE ASKED TO DEVELOP PROGRAMS OF SERVICES LEAD TO THE IDENTIFICATION OF LARGE PROBLEM AREAS AND TASKS TO BE PERFORMED IN THE SOLUTION OF THE PROBLEMS. INCLUDED ARE 10 GENERAL PROBLEMS SUPPLIED TO SUCH A CONFERENCE OF COUNTY SUPERINTENDENTS, A PRIORITY LIST TO HELP COUNTY OFFICES ESTABLISH SERVICES AND MAINTAIN CONTINUOUS EVALUATION, AND A LIST OF SERVICES PROVIDED BY THE CONTRA COSTA COUNTY SCHOOLS OFFICE. THIS SPEECH WAS PRESENTED AT THE ANNUAL NATIONAL CONFERENCE OF THE DEPARTMENT OF RURAL EDUCATION, DIVISION OF COUNTY AND INTERMEDIATE UNIT SUPERINTENDENTS (OCTOBER 6-9, 1963, DETROIT, MICHIGAN). (DK)

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STATE AND COUNTY PLANNING OF A PROGRAM OF SERVICES FOR A COUNTY SCHOOLS OFFICE

Presented by Dr. Floyd Marchus, Superintendent
Contra Costa County Schools, California

at the

ANNUAL NATIONAL CONFERENCE, DEPARTMENT OF RURAL EDUCATION

DIVISION OF COUNTY AND INTERMEDIATE UNIT SUPERINTENDENTS

October 6-9, 1963
Detroit, Michigan

002533

AN OVERVIEW OF THE COUNTY SCHOOLS OFFICE

CONTRA COSTA COUNTY

The county schools office is a state agency with considerable local autonomy. It is sufficiently flexible to establish patterns of service to meet local needs. Certain services--business, legal, financial, consultive, and coordinative--are provided by the county office for all of the school districts because efficiency and economy are possible in centralization. Services in supervision, etc., are provided some districts because their enrollment (usually less than 900 at the elementary level) is not large enough to justify the district's providing them. This represents equalization of educational opportunities.

The county schools office is required to perform certain legal functions; it also acts in an advisory capacity.

We have 30 school districts: 4 unified, 5 high school districts, 20 elementary, and 1 junior college district.

A bird's-eye view of our office would reveal 12 centers. A "center" is defined as a combination of materials and trained and experienced personnel, oriented toward a single subject or a complex of subjects.

A. ADMINISTRATION CENTER

The county superintendent's staff, when requested, assists school districts in defining goals or purposes, establishing procedures for reaching them and, from time to time, evaluating effectiveness.

B. PROBLEM-SOLVING CENTER

County schools office staff members define problems, collect and analyze data, and suggest solutions to teachers and administrators.

C. SPECIALITIES CENTER

The county schools office staff is organized to render specialized service to meet district needs in general school operation, business, guidance, hearing, speech, curriculum, and other fields. Consultants from outside of the department are called upon to meet more highly specialized demands.

D. PRODUCTION CENTER

Even the best educational theory and practice do not always lend themselves to specific local usage. The county consultant is invited to produce such aids for school district operation as written materials, techniques, forms, etc. This has become an important county schools office operation.

E. OPERATION CENTER

Such services as audio-visual, etc., are provided for most of the school districts. They are illustrative of the service once performed which serves many--the single operation which yields multiple results. In the case of audio-visual, a depository of films and other materials and a centralized system of booking and circulation make available to every school materials in variety and quality which no single district could provide. Districts pool both their needs and their resources through this center. Some of these services are interim in nature --provided by the county schools superintendent until the districts are able to take over the function.

F. METROPOLITAN CENTER

The county superintendent's office has become a center of educational activities involving larger units of administration than a single district or county. Examples:

1. Educational television has developed along intercounty lines with the office of the county superintendent performing the role of coordinator. The department is now contributing financially to the salary of a director of educational television for the Bay Area.

2. Area-wide book adoption has been suggested. This would reduce the reviewing and selection of textbooks by eight or ten invividual counties to a single operation.

G. STATE CENTER

The office of the county superintendent administers state laws and is the intermediate agency between the centralized state agencies and the autonomous school districts. For the past decade the department has also coordinated the school district organization studies required by state law.

H. RESEARCH AND DEVELOPMENT CENTER

(To find new and better ways to perform essential functions of education and find new ways to meet new conditions.)

Industry and government have found the research expenditure productive. The county schools office attempts to perform this service, within the limits of its budget.

I. TRADING CENTER

(To upgrade efficiency and effectiveness by sharing successful practices.)

Information, ideas, and materials dealing with all phases of the school district operation are assembled, catalogued, and distributed.

I. TRADING CENTER (Cont'd.)
Materials are available to all, and ideas and information are welcomed from all professional and lay people alike.

J. EVALUATION CENTER

(To guage the effectiveness of our own performance and that of groups requesting evaluation.)

The county schools office staff is on call to participate in such evaluative activities as may be requested by the school districts. Evaluation is an increasingly important function. Superintendent, principal, teacher, school board member, and parent demand results. Evaluation is based upon planning of school program and reviewing accomplishments or failure to achieve goals.

K. COORDINATION CENTER

(To assist in giving continuity to programs that vary with local conditions.)

From these centers above, the county schools office is able to allocate services. It is governed in the allocation by considerations of timing, sequence, spacing, emphasis, and priority. Coordination is an important responsibility of the county schools office.

THE ONGOING PROGRAM OF SERVICES

In 1960 I worked with more than one hundred superintendents, principals, school board members, and other citizens in developing a list of our ongoing services. Any interested person could read this list and get some idea of what he could ask for. These are listed below.

Since the staff of the county superintendent does not increase in proportion to enrollment, the matter of what services to render becomes a fundamental question. A large number of services have been provided to the districts by the county office staff over the years. These services are reviewed annually by the county board of education, and the county schools office staff weighs existing county-wide needs and anticipated developments. Actual count of all requests in March, 1962 showed 4,500 requests for service through telephone, letter, and personal contact.

Currently, these services may be listed under eight major areas:

I. ADMINISTRATION

A. School-Community Relations
1. School district organization
2. School accreditation
3. Civil defense plans
4. Schools for exceptional children
5. Agency coordination

B. Organization
1. October reports
2. Organizing committees
3. Legal information
4. Administrative calendars
5. Board minute analysis
6. Administrative consultant
7. Administration form development
8. Activity calendar
9. Surveys
10. Research

C. School Sites--Buildings
1. School site selection
2. School site planning
3. School site maps
4. School bldg. planning
5. School building & plant evaluation
6. Equipment & supply selection
7. Boundary changes

II. BUSINESS ACTIVITIES

A. Payrolls
1. Salary deductions
2. Retirement services

II. BUSINESS ACTIVITIES (Cont'd.)

3. Credential registration
4. Monthly paychecks

B. Budgets
1. Construction
2. Evaluation
3. Approval
4. Legal information
5. Supply purchases

C. Accounting
1. I.B.M.
2. Enrollment estimates
3. Warrant evaluation
4. Financial reports
5. Attendance
6. Annual reports
7. Statistical reports

D. Community Relations
1. G.E.D. tests
2. School elections
3. Annual financial report
4. Publications and news releases
5. Committees
6. Assistance in teacher procurement

III. CURRICULUM

A. Curriculum Services
1. Evaluation
2. Development

III. CURRICULUM (Cont'd.)

3. Unit construction
4. Coordination committees
5. Television programs
6. Adult education
7. Library consultation
8. Teaching methods
9. Keeping abreast of trends

B. Curriculum Materials
1. Book evaluation
2. Book purchases
3. Professional library
4. Audio-Visual materials
5. Professional magazines
6. Exhibits

IV. PUPIL PERSONNEL SERVICES

A. Exceptional Children
1. Identification
2. Teaching
3. Testing
4. Periodic evaluation
5. Programming special

B. Psychological Services
1. Direct guidance services to children
2. Referrals to diagnostic sources or agencies
3. Coordination of or with social agencies
4. Parent(s)

C. Attendance Services
1. Attendance accounting
2. Interdistrict transfers
3. Work permit materials
4. Policies and procedures

V. INSERVICE EDUCATION

A. Exhibits
1. Books
2. Equipment
3. Teaching Materials

B. Extension Courses
1. Survey of interests
2. Course development
3. Bulletins
4. Teacher courses

C. Educational Information Center
1. Booklets
2. Pamphlets
3. County Bulletins
4. Reports
5. Copies of speeches
6. Tapes

D. Workshops
1. Survey of interests
2. Development of
3. Program planning
4. Outside consultants
5. Staff participation
6. Materials for
7. Equipment for
8. Resource materials

VI. PERSONNEL

A. Staffing
1. Development of office staff
2. Job analysis
3. Job description
4. Procurement

B. Personnel Relations
1. Policies & procedures handbook for certificated staff
2. Policies & procedures handbook for clerical staff
3. Staff inter-relations development

VII. PUBLICATIONS

A. Bulletins
1. County School monthly
2. District staff bulletin development
3. Periodic reports

B. Publications
1. Subject area brochures
2. Special pamphlets
3. Directory of county school personnel
4. Directory for shop personnel

C. News Releases
1. District news events
2. Citizen news events
3. Board action news events

VIII. RESEARCH

A. Basic

B. Developmental

THE ROUND-UP APPROACH AS A SOURCE OF PROBLEMS

A BASIS FOR PROGRAMMING

In 1961 Mr. Harold Gluth, a research intern from Stanford, made a study of the typical problems of a district superintendent. He made a personal contact and helped the superintendent discover problems. He found 123, which were organized in the following manner: (1) Nature of Problem, (2) Geographical Extent, (3) Types of People Who Were Concerned with the Problem, and (4) Likely Duration of the Problem.

There were four subdivisions of problems under the Nature of the Problem:

Plant Organization and School Management
Community
Personnel
Instruction

There were 6 subdivisions under Geographical Extent:

Local
District
Interdistrict
County-wide
Intercounty
State

The types of people concerned were:

1. Local Administration
2. Certificated
3. Non-Certificated
4. District Office Staff
5. District Office Specialists
6. Board of Trustees
7. County Office Staff
8. County Office Specialists
9. State Department
10. Professional Educationalists
11. Lay
12. Students

Classification according to time:

1. A day or two (Short Term)
2. From one week to six months (Moderate)
3. From six months to one year (Extended)
4. More than one year (Long Term)

A typical analysis sheet for processing problems is shown:

SAMPLE

(GENERAL NATURE: PLANT, COMMUNITY, PERSONNEL, INSTRUCTIONAL)

This is an analysis sheet for processing the problems:

SPECIFIC NATURE	EXTENT						PERSONNEL												TIME			
	Local Unit	District	Interdistrict	County-wide	Intercounty	State	Local Administration	Certificated	Non-Certificated	District Office Staff	District Office Specialist	Board of Trustees	County Office Staff	County Office Specialist	State Department	Professional Education	Lay	Students	Short Term	Moderate	Extended	Long Term
	1	2	3	4	5	6	A	B	C	D	E	F	G	H	I	J	K	L	a	b	c	d
1. Philosophy of Education for central office				X								X	X	X						X		
2. Evaluation of administrative and district organizational patterns		X								X			X							X		
3. Would centralized warehousing pay in this district on a county-wide basis?		X								X		X								X		
4. What size should the high schools in our district be?		X		X			X	X	X	X		X	X								X	
5. Notification of arrival of maintenance personnel to do work at school which may interrupt instructional program	X	X					X			X										X		
6. Elimination of time required for student traffic patrol	X	X					X			X										X		
7. Organization of proper landscaping for new school sites		X								X		X								X		
8. Use of teacher aides in relieving teachers from clerical and yard duty supervision	X	X								X										X		
9. Need for better and more extensive facilities		X					X			X	x											X
10. Need for simplification of district organization		X					X			X											X	
11. Interdistrict exchange of cumulative record folders. Standard procedure for movement from school to school.	X	X	X	X			X			X			X								X	

THE CALIFORNIA ASSOCIATION OF COUNTY SCHOOL SUPERINTENDENTS
AS A SOURCE OF PROGRAM

The following pages of this section will give you an idea of how our Association is scanning the entire state for servicing ideas. Twenty participants will work for an entire week in coming up with a program. In advance of the conference each participant will work with three or four other county superintendents, who are asked to consult with staff and board members in looking for ideas. All suggestions will be summarized as a working agenda for the conference.

September 10, 1963

TO PARTICIPANTS OF IDYLLWILD CONFERENCE:

Ten general problems are presented as examples of large areas we might consider November 4-8. You will want to test them for pertinence. You may want to add others. You will want to discuss them with your staff. It is imperative that you talk with the county superintendents who are not coming to Idyllwild. Even though the conference is limited to twenty persons, you are urged to secure the thinking of the county superintendents you have been asked to contact. If this "small-group" conference becomes a success, there will undoubtedly be subsequent opportunities for other county superintendents to have a similar experience.

There is a discussion of each problem and space is provided for listing examples of tasks to be performed in solving the problem. The right-hand column under "Procedure To Be Followed" is for explaining how the tasks will be carried out.

It is hoped that we will have substantial agreement on the general problems and several examples of tasks under each problem as a springboard for the opening of the Idyllwild Conference.

Could we have your suggestions regarding both the "large" problem areas (Roman Numerals - XI, XII, etc.) and examples of tasks (Arabic Numerals 2, 3, etc.) sent to Floyd Marchus no later than October 15.

Very sincerely yours,

Leonard Grindstaff
Floyd Marchus Conference Planners

I. WHAT IS A SCHOOL DISTRICT? HOW DO WE DEVELOP AND COMMUNICATE?

For many years we have attempted to educate children to meet changing conditions; we have tried to shape the educational program to the community. These goals are becoming outmoded. We are entering an era that demands, as Dr. Joseph Lohman of U.C. has described it, "chronic adjustment and adaptation." The community has not one value system and set of requirements but several. The school faces the difficult task of constantly attempting to understand the community and of appraising realistically its socio-economic composition and its educational needs as they actually exist rather than as some single segment of the populace sees them. (How does one define "quality education"? Have we been legislating education for the "junior executive"?) The county superintendent is in a key position to translate the needs of the school to the legislature. The fact that he is the only local educational officer who is elected gives the county superintendent a special entree to legislators. He has a responsibility to take the lead in political action on behalf of the schools, to interpret the local educational requirements to the legislature, to point the way to the expression of these local requirements so that they are understood and implemented from the local level upward. The county superintendent, to function effectively in this role of political leadership, must communicate with the community, with the legislature, the State Curriculum Commission, and the State Board of Education.

EXAMPLES OF TASKS	PROCEDURE TO BE FOLLOWED
1. Develop a unit on the public schools for high school students.	Two or three counties could be assigned this task to develop and test such a unit and make available to all of the schools in the state. Further details to be developed . . .
2.	
3.	
4.	

II. WHAT CAN WE DO FOR SCHOOL DISTRICTS (WHEN UNIFIED OR OTHERWISE REORGANIZED) THAT THEY CANNOT DO FOR THEMSELVES?

California has an avowed policy of progressively reorganizing school districts into larger and what are presumed to be more efficient units. Unification is the favored method of reorganization, witness the Master Plan of unified districts required of each county school district organization committee. The theory - and generally the practice - is that a larger school district is able to provide more services to children and is less dependent on the office of county superintendent. Yet it has been the experience of many of us that the unified district, even the large unified district, can still benefit from the county superintendent's services. We should clarify what the county superintendent and his staff are able to do for the large, reorganized school district that the district cannot do for itself. We should explicitly set forth the services we are capable of performing for such a district now and in the future.

EXAMPLES OF TASKS	PROCEDURES TO BE USED
1. Develop an information center which would specialize in information sources and repetitive types of information.	Assign at least one county to develop the organization for this type of service, including categories of information, sources of information, etc., and make available to other counties during the next five years.
2.	
3.	
4.	
5.	

III. WHAT FUNCTIONS URGENTLY NEED TO BE PERFORMED NOW?

There are some functions the office of county superintendent should perform now - those which no other agency is performing, those in which pooled effort is most effective, and those so pressing that no amount of thought and energy poured into them would be too much.

A partial list of such functions might include: assessing of personnel practices, such as screening of administrative candidates; evaluation of teachers, etc.; scoring tests and performing other time-consuming tasks of the schools by IBM; circulating materials of instruction, originating in areas of shortages; emphasizing standards for school libraries, counseling, etc.; initiating and cooperating in inservice education; "action" research and pilot projects which test and introduce educational innovations with a minimum of expense; special education, a field in which small numbers often make costs prohibitive to individual school districts; acting as a clearinghouse in order to save time and energy and avoid duplication by passing along the experiences of others; scouting the educational frontiers to prepare the schools to take the initiative and thereby avoiding the excesses and other undesirable aspects of programs originating from pressures outside the schools; exercising leadership in efforts on behalf of the displaced in our society: the drop-out, those unemployed because of automation, ethnic minorities, etc.

EXAMPLES OF TASKS	PROCEDURES TO BE USED
1. The Drop-Out Problem	(Note: County and state social service agencies are moving in.)
2.	Every county in the state develop comparable procedures for the assembly of information on drop-outs.
3.	Aim to have an assigned person in every junior and senior high school to gather information on the drop-out.
4.	Coordinate the procedure so that county and state level information are always up to date.

IV. HOW DO WE MEET COMPELLING NEEDS PROMPTLY?

There are compelling needs which the county superintendent is equipped to meet and should meet, but there are also gaps in communication that prevent discharging this obligation fully. We should know what goes on below the surface in the school community and be in a position to take corrective steps before a situation becomes eruptive. We should be on the receiving end of a constant stream of information - social, economic, and political, as well as educational. Public school issues, the lives of students and teachers, cannot be separated from the mainstream. The pupil comes to school as he is shaped by society. We cannot cope with his problems until we know their origin and shape. We cannot halt drop-outs until we know who the drop-out is and why. The power of education is not being used where it might and should be: for job relocation, for rehabilitation, etc.

EXAMPLES OF TASKS	PROCEDURES TO BE USED
1. Spotlight current needs which could be solved through education, such as unemployment due to automation, prison rehabilitation, chronic public assistance cases.	Study the conditions among the counties. Develop a description of the function of education in meeting the compelling needs.

V. WHAT IS OUR RESPONSIBILITY FOR ACTION ON THE "DISCOVERY LINE" IN EDUCATION?

The county superintendent clearly has a responsibility for action on the "discovery line" in education if only to keep the schools informed as to research in progress and the application of findings in the classroom. The responsibility is, of course, much more extensive. The county superintendent is the logical liaison between school district and college or university, between the "laboratory" and the researcher. For much research the wider experience that a county affords is preferable to that available in a single school district, however large. Where educational research is being carried on regionally, the county superintendent is again in a position to do liaison duty. The county superintendent also has access to such research opportunities as those presented by juvenile hall and guidance case studies, is able to maintain the flexibility of staff that makes research personnel available, and is in a position to plan and design the kind of research that will qualify for foundation grants. For various reasons, among them the fact that research was neglected for many years and consequently has not the same stability as other aspects of education, the roles of the different levels have become confused. As county superintendents, we should define our relations with colleges and universities, consider the degree of action research needed to insure local participation and hence local autonomy, list the needs that might be met with foundation help, and define our relationship to the State Department of Education.

EXAMPLES OF TASKS	PROCEDURES TO BE USED
1. Develop a list of needs which require the use of research for their fulfillment.	Develop a procedure for prompt identification of needed research. Determine who should perform such research.

VI. HOW DO WE PROMPTLY MEET REGIONAL NEEDS? (See Reller Report)

As county superintendents we can resist but can no longer prevent regional organization. We can take the initiative and make regional educational activities what we want them to be; we can seize the opportunity to create new forms of cooperation. Experience has demonstrated that regional cooperation among county superintendents is as valid for areas of dispersed population as for metropolitan centers. A regional pattern that provided for local variations would apply state-wide. It would recommend itself to the legislature and to the taxpayers because of its potential for reducing per capita costs, making wider use of manpower, etc. A state survey of services that might better be provided regionally and the organization to support them, plus a provision for some type of financial incentive, would give the necessary impetus. The anomaly of synthetic boundaries, across which educational materials, ideas, and energy supposedly do not cross but across which daily the televised image and the commuting population move, must end sooner or later. Education more than other forces in our society must utilize its resources to the utmost.

EXAMPLES OF TASKS	PROCEDURES TO BE USED
1. Supplying television needs.	
2. Organizing for regional research on such problems as underachievement, juvenile delinquency.	
3.	

VII. HOW DO WE ARRANGE FOR EACH COUNTY TO DEVELOP "SPECIAL SERVICING" AND HOW DO WE MAKE IT POSSIBLE FOR COUNTIES TO TRADE SPECIALTIES?

The typical county superintendent's office operates on a tight budget and consequently husbands its manpower. It is usually impossible for the staff to be expert in the full range of educational subjects, and the employment of outside consultants is not always possible or desirable. County superintendents could profit by complementing each other's staffs and trading specialties. This is already done to some extent but by chance only. The range of talents and training could be widened and more intense use made of them if some planning were done along these lines. Even the simple act of communicating among ourselves the information as to preparation and special skills of staff members and the willingness to trade specialties would greatly increase the potential.

EXAMPLES OF TASKS	PROCEDURES TO BE USED
1. Determine the "specialty services" which cannot be developed in every county office.	

VIII WHAT IS THE FUNCTION OF THE CALIFORNIA ASSOCIATION OF COUNTY SCHOOL SUPERINTENDENTS? HOW DO WE DEVELOP AND COMMUNICATE THE FUNCTION?

The California Association of County School Superintendents should reflect a group dedicated to the public schools and to efficient operation of the office of county superintendent. Through the same media that the individual county superintendent uses to inform his own county, we should channel word of the association's activities that will show it as a clearinghouse for ideas, experiences, procedures, policy, etc., that are contributing to efficient operation and improved services to the California schools. The association should be identified with urgent and timely issues. We should search out and declare ourselves on issues that are of import state-wide.

EXAMPLES OF TASKS	PROCEDURE TO BE FOLLOWED
1. Develop an organization among the counties which would identify the issues, determine the Association's stand, etc.	
2.	
3.	

IX. HOW DO WE EXTEND OUR FUNCTION TO INCLUDE THE INTERMEDIARY AS WELL AS THE INTERMEDIATE FUNCTIONS?

Historically, the county superintendent's office has been an intermediate agency, operating at the level between the state and the local school district. A thoughtful individual recently commented that the office also has a role to play as intermediary, that a distinction should be made between the two types of functions. Is this also inferentially a clue to the future? It seems highly probable that the intermediary service of the county office will be increasingly important. The point then arises that we should anticipate moving from the realm of the intermediate agency to that of intermediary, that we should define which services are which, and that we should make some broad general plans for making the transition.

EXAMPLES OF TASKS	PROCEDURES TO BE USED
1. Develop an organization for analyzing the implications of proposed legislation, alerting the legislature to "bugs" in school laws, and the like.	
2.	
3.	

X. WHAT IS THE FUNCTION OF THE COUNTY SCHOOLS OFFICE? HOW DO WE DEVELOP AND COMMUNICATE THIS FUNCTION?

All of us have been exposed to the wintery winds of nonrecognition. The public sometimes either fails to give credit to the county superintendent's office for its accomplishments or, worse, is unaware of its existence. The county superintendent's office ordinarily has few contacts with parents and is physically removed from the school scene. Even some teachers are unfamiliar with the functions and services of the office. The teacher in the larger school district, unless personally involved with the county office in some way or kept informed by the district, is too intent on the local scene to give thought to a county agency although that agency may be serving the individual in important ways. Some of our counties have a high ratio of teachers new to California and a high teacher turnover, and establishing continuity of communication is virtually impossible. We can and must maintain channels, however, so that sooner or later we communicate. This means using all avenues at our command: first and foremost, our staff; newsletters, the press, radio, television, speakers' bureaus, etc. What we communicate is a problem of another order. The complexities of the department the varying degrees of services it renders on the basis of kinds of services, school district size, district policy, etc., - make the communication singularly difficult. But, by selection of details and by emphasis, it is possible to establish an image and by sustained effort, to project it. We must undertake the job as individual county superintendents and as an association if the potential of the office is to be realized.

EXAMPLES OF TASKS	PROCEDURE TO BE FOLLOWED
1. Establish a citizens' committee to study county-wide problems.	
2. Develop effective relations with the press.	
3.	
4.	

A GUIDE FOR THE FINAL SELECTION OF SERVICES

It will be necessary to weigh requests for long-term services, but this fact does not rule out an important function of the county schools office, i.e., the day-to-day consulting service that occurs on an informal basis. The county superintendent and his staff should never be further away from the school district than the nearest telephone. The following description of how services are to be allocated applies only to those projects which take time to complete.

After such long-term services have been determined, the county schools office staff must assign priority to requests. An evaluation of requests according to stated criteria provides the best occasion to upgrade staff competencies and to drop services which are no longer needed in the school districts. A complete explanation must be given to school district superintendents when services are not provided. The following priority system is an attempt to group services, staff members, and district needs for maximum effect. Four main concepts are presented and developed.

I. CRITERIA FOR PROVIDING COUNTY SERVICES

____A. The service deals with policy, purpose or goals, procedures, and evaluation.

____B. The district needs the service.

____C. The service does not supplant or duplicate that rendered by district personnel.

____D. There is no district consultant with the background or experience required for the service.

____E. The expected results are usable.

____F. The service is important enough to justify the expenditure of staff time, mileage, and other costs. It has depth.

____G. It is likely to have a reasonable termination date.

____H. The district appears ready to accept the service.

II. THE COUNTY SCHOOLS OFFICE IS THE LOGICAL SOURCE FOR THIS SERVICE

____A. When the answer to the problem is not available in current educational literature.

____B. When the service cannot be obtained through interdistrict cooperation.

____C. When consultants from other agencies are unavailable or unfamiliar with the problem.

____D. When the service is needed and money and personnel are otherwise unavailable.

III. THE SERVICE WILL IMPROVE THE TOTAL COUNTY EDUCATIONAL PROGRAM

____A. It will help maintain an overview of the county-wide program.

____B. The service will inform educational personnel of impending changes in modern society.

____C. It will allow for necessary experimental and pilot programs.

____D. It will benefit many districts.

____E. It will provide a continuity in relationship with districts.

____F. It will provide an equitable distribution of services among districts.

____G. It will provide a balance between short and long-range projects of the county schools office.

IV. PARTICIPATION IN THE PROGRAM WILL STRENGTHEN THE DISTRICT

____A. A large number of district personnel will participate in a program that will upgrade their educational offerings.

____B. The service will be furnished through key district personnel who set policy.

____C. It will provide an opportunity to introduce new inservice training concepts and techniques from sources outside the direct field of education.

____D. The service will provide an opportunity to introduce outside consultants with skills supplementing those of district and county personnel.

____E. The service will leave the executive function in the hands of school district administrators.

____F. The service when completed will be left in district hands with the expectation of future developments.

MATERIALS AVAILABLE:

Gluth, Harold C. ANALYSIS OF TYPICAL SCHOOL DISTRICT PROBLEMS
Sept. 1961, Contra Costa County Schools

Jarrett, Jerry THE COUNTY SUPERINTENDENT OF SCHOOLS - AN OFFICE FOR TODAY
1960, Contra Costa County Schools

Montgomery, Charles MARCH SURVEY OF REQUESTS
1962, Contra Costa County Schools

Marchus, Floyd STAFF UTILIZATION PLAN FOR THE CONTRA COSTA COUNTY SCHOOLS OFFICE
1960-61, Contra Costa County Schools

Durkin, Mary CHRONOLOGY OF THE GROWTH OF AN IDEA
1962, Contra Costa County Schools

Available from: Curriculum Library
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75 Santa Barbara Road
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